



The Race to the Finish

The Challenges (and Some Successes) of Teaching Research

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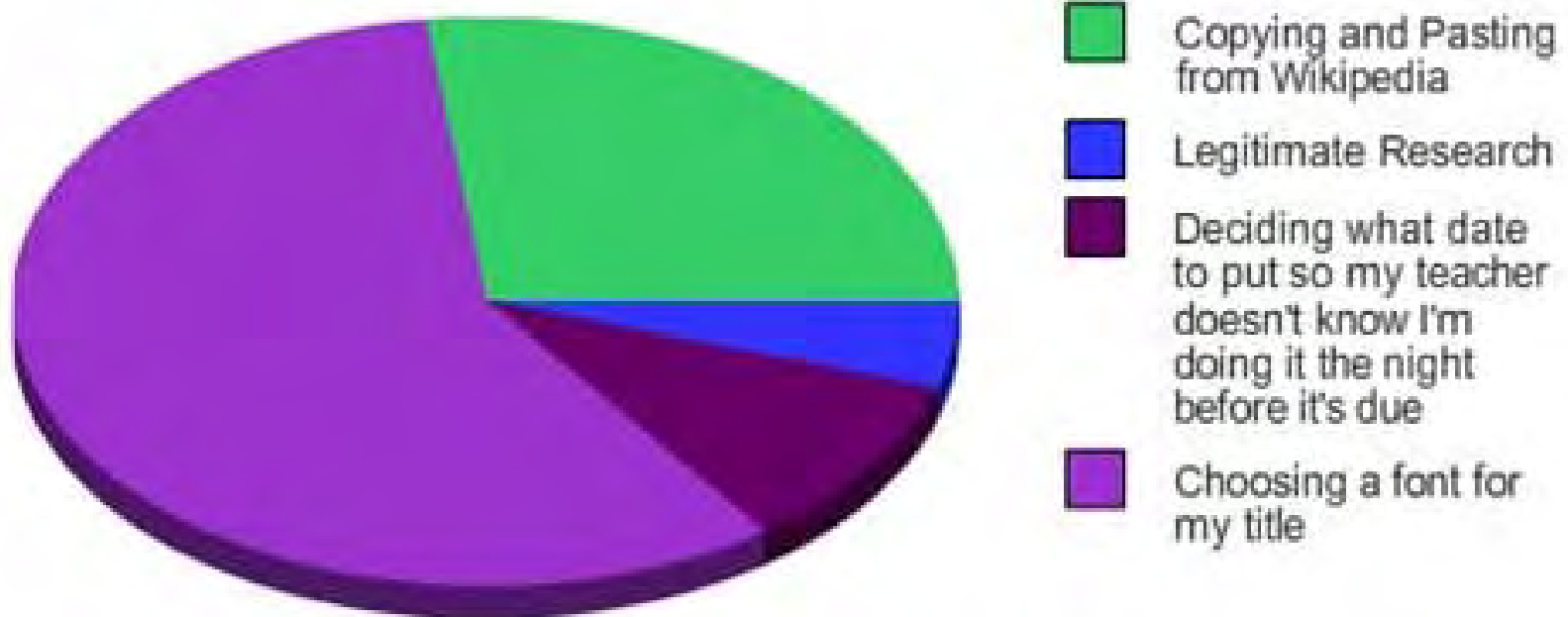
Teaching research...

A challenge? A frustration? A worry?

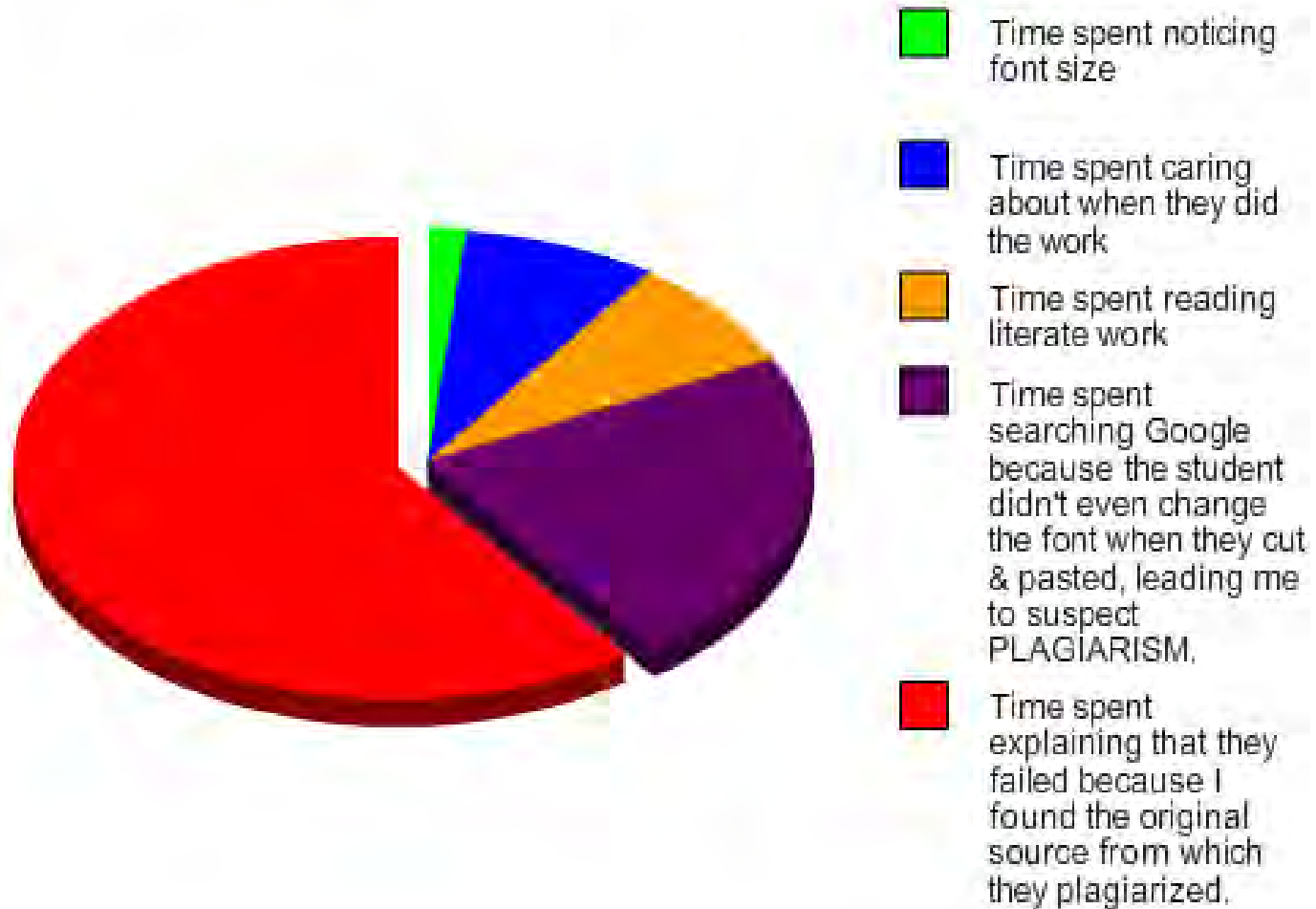
Write it on the Note Card

Pass it to Debbie

Time Spent Writing My Essays

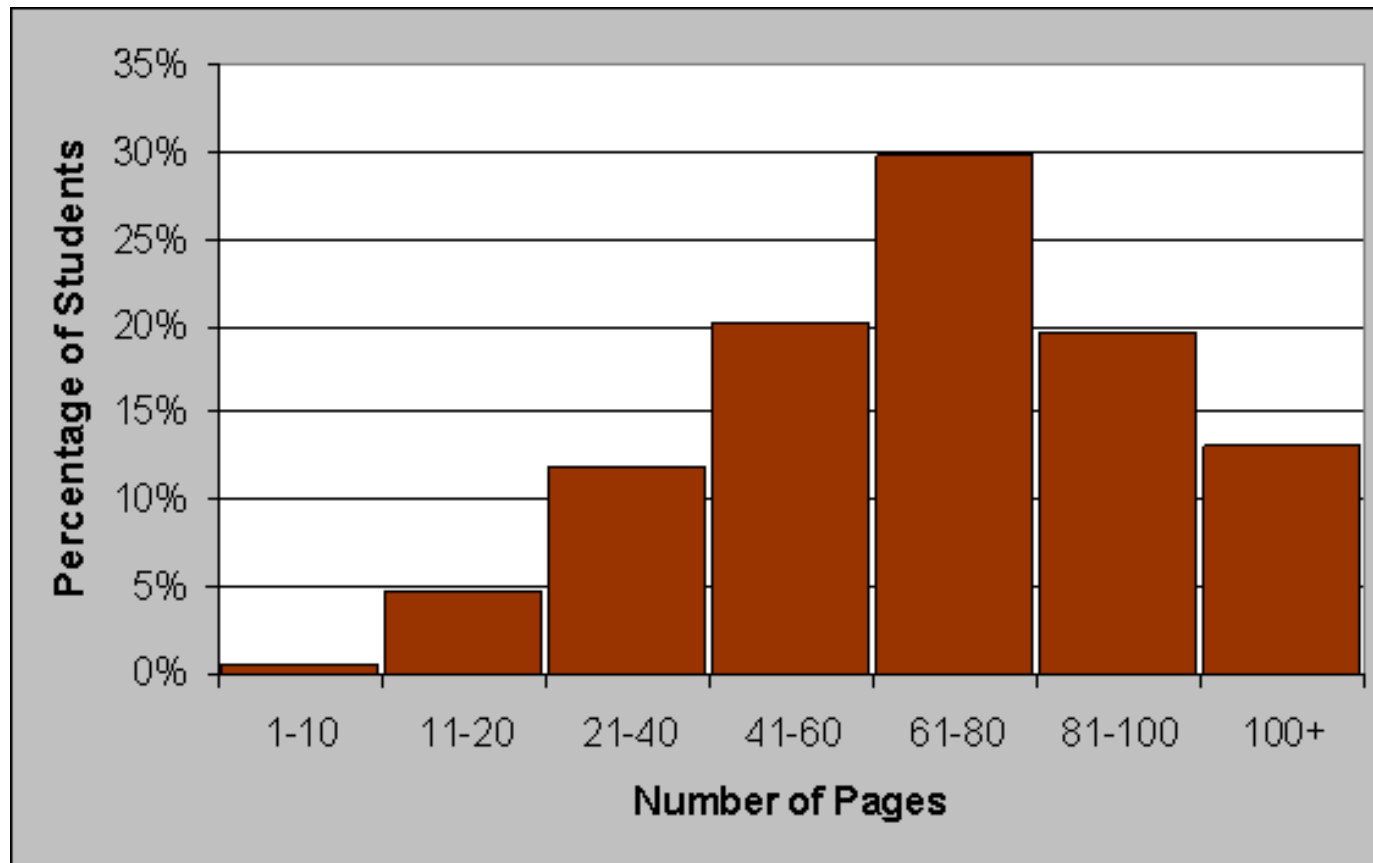


Time Spent Grading Student Essays



Stanford Writing Study

Paul Roger's study of academic writing



http://ssw.stanford.edu/research/amount_of_writing.php

Making Information Literacy a School-Wide Initiative

- Created: Harker Info Lit Committee (2004)
 - School wide with support of Administration
 - Adopted a scope and sequence based on CSLA
- Created: Campus Committees (2006)
 - Campus committees focus on selected indicators
 - Steering committee: librarians, teachers, administrators, instructional technologists
- Created: Department Initiatives (2008)
 - History Department “leading”
 - English and Science

World I Paper Topics

- 5 compare and contrast prompts
- PERSIA categories
- Students had choice, but limited
- Example (see [assignment](#) for others)
 - Compare and contrast 2 rituals around death and the afterlife...include purpose and meaning...
 - Aztec sacrifice
 - Egyptian Mummification
 - Mesopotamian royal burials

Grade 9 World History Project

Information literacy instruction

- Librarian teaches mini-lessons
 - Citation style: Introduce Chicago (MLA in grades 6-8)
 - Notetaking: using NoodleBib note cards
 - Web evaluation: Assumed we were *reviewing*
 - Source selection: required combination of books, specialized reference, and web sources

Discoveries & Interventions

- Most students began with websites, didn't differentiate quality (magazine v. journal)
- ✓ Modeled source selection, evaluation (Yr 2)
- ✓ Scripted order of format, resources, notecards (Yr3)
- Students couldn't recognize source type for citing
- ✓ NoodleBib's "Have a Question" (Yr 2)
- ✓ "Name that Source" game (Yr 2)

Discoveries & Interventions

- Notecard quotations were not relevant
- ✓ Shift to big picture, visual synthesis; Mind maps (Yr2)
- Note cards (first 5) assessed – weak, redundant, little progression from general to specific
- ✓ Created feedback mechanism; used Note Card Comment Bank (Yr 2)
- ✓ Scripting source formats helped! (Yr 3)

Discoveries & Interventions

- Paraphrasing was inadequate
 - ✓ More practice – every test includes a paraphrase (Yr2)
 - ✓ Direct instruction & closer assessment (Yr3)
- Some questions too difficult
 - ✓ Limit non-honors questions

Discoveries & Interventions

- Outline - claims unsubstantiated
 - ✓ Require outlines to include evidence/sources
 - ✓ First in NB, then in Word
- Outlines didn't have logical progression
 - ✓ Analyze and sort strategies (PERSIA and SOAPSTONE strategies)
 - ✓ Directly teach linear outlines

“Lab” Class 2010

- “Research Thursdays”
- Journals on Moodle
 - Why did you choose your topic?
 - Three facts; two questions about reading (X3)
 - Working Thesis
 - Gaps
- Scripted use of resources: Reference, specialized reference, books, articles, websites

Decide what is scalable

Year 4 Plans

- Focus on **relevance** and **synthesis**
 - More consistent notecard assessment
 - Direct instruction on outlining
- Limit topic choices to semester 1 curriculum
 - Distinguish honors and non-honors questions
- Further condense project timeline

Year 4 cont'd.

- Compile primary source webliography
 - 9th grade skill is to interpret not find
- Continue to script the sequence of source formats
 - General Reference / Specialized Reference
/Books/Articles / Websites

Outlining in NoodleBib

The screenshot displays the NoodleBib web application interface. At the top, there is a navigation bar with links for "My Lists", "Bibliography", "Notecards" (highlighted), and "Help". The NoodleBib logo is on the left, and the NoodleTools logo is on the right. Below the navigation bar, a welcome message reads "Welcome, susans" with links for "Sign Out" and "My Account".

The main area is titled "Notecards" and features a search bar with a "Search" button and radio buttons for "and" and "or". Below this is the "Notecard Tabletop" section, which includes a toolbar with buttons for "New Notecard", "Print", "Add to Pile", "Link to Source", "Tags", and "Delete". A "New Notecards" box is on the left. The tabletop itself shows several notecard icons arranged in a grid, with labels such as "Egyptian ...", "Mummifica...", "Afterlife", "Egyptian ...", "Mummy met...", "Structure...", "Evolution...", "Swift Bur...", "Heart rem...", and "Mesopotam...".

On the right side, there is an "Outline" panel with a list of topics: "I. Introduction", "II. Artifacts at the burial site" (with sub-items "A. Tombs" and "B. Crypts"), "III. Treatment of the Body", "IV. Belief in the Afterlife" (with sub-items "Day of Judgement", "Egyptian burial methods - Herodotus", and "Egyptian mummification methods"), and "V. Conclusion".

COME TO THE...

THE GREEK OLYMPICS

In Greek: olymпиakos "ολυμπιακός"

WHERE: Olympia,
Greece

WHEN: 776 BCE
- 392 AD

WHO: Volunteers, males

PURPOSE: Honor gods, test strength,
achieve kleos

EVENTS: Pankration, boxing,
wrestling, chariot racing
Violent



ROMAN GLADIATOR

GAMES

In Latin: Gladiatores / munera

WHERE: In arenas all
over the Roman Empire



WHEN: 264 BCE
- 325 AD

WHO: Prisoners/
slaves

PURPOSE: keep people happy, watch
others die (not you :)), encourage war-s

EVENTS: fighting, beast-hunts
VIOLENT



“ death rituals ”

Mesopotamia

Afterlife

• unhappy & hell-like for all
• everyone dreaded this

Outlook on Gods

• anthropomorphic
• existed to torture humans

Funerary Process

• bury the dead
• include few favorite possessions
• extremely attached & grieved dead

Informative Text

• Epic of Gilgamesh

Egypt

Afterlife

• waited for life after death -
• pleasurable according to deeds
• in first life

Outlook on Gods

• human & animal in form
• treated humans based on class

Funerary Process

• mummify the dead
• elaborate tombs filled with riches
• happy for dead to pass to better life

Informative Text

• Book of the Dead

Life is what they kept for themselves

Silk Road

- Connected Eastern and Western Eurasia
 - About 9,600 kilometers long
- Three Main Routes
 - One travels northwest through Gansu
 - Other goes north and south of Taklamakan Desert to Kashgar
 - Last travels north of Tian Shan mountains through modern-day Kazakhstan
- Products (caravans of camels were used)
 - Ambers, fur, and honey from Russia
 - Pottery, textiles, gold and silver, and precious stones from Mediterranean region
 - Perfumes, silks, tea, spices, and paper from China
- Help spread Buddhism to Eastern Asia from India
- Decline
 - A sea route from Europe to Asia was discovered, and this was easier than going by land



Trans Saharan Trade Route

- Connected Mediterranean region and Western Africa
 - About 1,600 kilometers long
- Three Main Routes
 - Ghadames Road ran from Niger River to Ghat and stopped at Tripoli
 - Garamantean Road (Bilma Trail) started from Murzuk and terminated at the oasis at Kavar
 - Forty Days Road started from Kobbei and passed through the Bir Natrum and Wadi Howar before stopping at Egypt
- Products (caravan of camels were used)
 - Salt from Muslims
 - Kola nuts from South
 - Slaves, beads and cowrie shells from North
- Help spread Islam to North Africa from Northern Arabian Peninsula during 1400s
- Decline
 - Portuguese found that it was easier to sail around Africa rather than travel through the desert



egyptian

mummification



Religion

- Polytheism
 - Horus
 - ↳ sky god
 - had head of a hawk & a human body.
- Death
 - transitional stage to move into a better life in the new world.
- * Embalming & all organs are

How to make a Mummy

1. Recite Prayers & attempt to revive the Mummy.
2. If that doesn't work, the person is dead for good.
3. Wash & Purify the body in an ibu.
4. Take Mummy to embalmer's workshop.
 - ↳ embalmer takes out all organs
- Pack body with salt for 40 days.
6. Wrap body in bandages
7. Place in coffin, and you have a Mummy.

Egyptians did not sacrifice a person.
↳ treated dead bodies w/ respect

VS.

similarities

- Both were Polytheistic.
- Both took out heart of the victim.
- Both rituals were in order to please the Gods.
- Both had temples and burial sites.



Differences

- Aztecs ate body parts
 - Didn't believe in preserving the bodies.
- Egyptians believed that moving into another life, you need your entire body to be successful.



aztec

sacrifice

Religion

- worship 100's of Gods & Goddesses.
 - Agricultural
 - Ancestor heroes
 - Ex- Centeotl, God of corn

Sacrifice

- usually warriors captured in battle
- never fully conquered surrounding states, needed plenty of sacrifice victims.
- cannibalism
 - ↳ removed hearts and threw them down temple steps. Limbs were ripped off & cooked.
- * eating humans were looked upon as great delicacies.

GLADIATORS

- commercial market place
- sub. for λ sacrifice
- religious meaning

Later... attend for the sake of attending.

- increasing decoration $\&$ interest.



END

increasing opposition

1st edict 325 AD: - costume; ritual

Constantine the Great - celebrity

\hookrightarrow no follow through

many more edicts \rightarrow 367 AD. - unity

- affect on the spectator \rightarrow concern.

ROLES, BELIEFS, REASONS:

- initial acceptance: "courage, honor, skill"
- entertainment + political pawn \rightarrow Julius Caesar

- a court of law
- Life or death

- religion: the

Hero Twins"

\hookrightarrow symbolism:

ball $\&$ court

- military victories

- costume; ritual

- celebrity

- sacrifice

- unity

- trade routes.

- honor $\&$ high stakes

- legacy: modern days

PLAYA BALLERS



ANCIENT SPORTS



Silk Roads & Trans-Saharan Trade

The Silk Roads

Material Goods, Technology, & Ideas

An infinite number of material goods were traded on the extensive Silk Roads, including glass, precious metals and gems, ceramics, livestock, and cloths. One key export, valued for its beauty, lightness, and preciousness, was silk. Goods were traded at bazaars in great cities along the routes. Bartering and coinage were used. Technologies such as the stirrup, which greatly aided cavalry warfare, spread. Furthermore, Chinese inventions such as compasses and gunpowder and how to make paper and silk slowly moved west. Aside from these goods and technologies, language, religion, and other ideas also spread.



Religion

Hinduism, Judaism, Christianity, Confucianism, Buddhism, Zoroastrianism, and Islam spread to all parts of Afro-Eurasia by merchants, missionaries, and others traveling on the Silk Roads. Buddhism especially flourished, spreading from its tiny center in the Ganges plain to all across Asia. A Han emperor even sent a representative to India, who brought back Indian priests and a definite picture of Buddhist ideals. Temples and sacred caves lined the roads.



Impact of Empire

The Silk Roads flourished during three Golden Eras, all during times with great, unified empires along the routes. When small countries and groups controlled the routes, each taxed the traders separately, and war and bandits abounded. Large empires stabilized traveling conditions and costs. The first Golden Era from 200 BCE to 200 CE was during the period during and following Alexander the Great's empire. The second Golden Era from 600 CE to 1000 occurred during the high points of China's Tang Dynasty and a period of Arab unification of Central Asia and the Middle East. The last Golden Era, from 1100 CE to 1400 CE, occurred during the era of unification of China, Central Asia, and the Middle East by the Mongol empire.

Trans-Saharan Trade

Material Goods, Technology, & Ideas

The main commodities traded on the Trans-Saharan Routes from around 500 to 1590 were salt, gold, and slaves. Starting around the eleventh century, cloth trade became key as well, evolving from small interregional exchanges to regular exporting. Imported European and Moroccan cloth was a luxury reserved solely for the elite. Archaeologists have also discovered silk in the Saharan towns, revealing contact with the Silk Road through the Maghreb. Aside from the aforementioned goods, other precious metals, jewelry, books, and trinkets were imported from abroad, and spices, native plants, and animal products were exported. Salt was the main form of currency. War technologies such as the use of horses and the making of stronger iron weapons were passed. In addition, ideas and religions such as Islam spread through Trans-Saharan trade.



Impact of Empire

Trans-Saharan trade began during the fourth century. Initially the state of Ghana played quite an important role in trade, but it was not built for trade. The trans-Saharan trade peaked during the eighth through twelfth centuries with the rise of the Mali and Songhai empires. They too reduced crime and stabilized prices. The Songhai monarch Askia Muhammad also gave much power and prestige to two major trade cities, Timbuktu and Djenné; thus, trade flourished. The Moroccan overthrowing of the Songhai Empire was one of the key reasons the trade died out.



NoodleBib Notecards

Ibn Battuta's Journey



URL: <http://galenet.galegroup.com/servlet/BioRC>

Pages:

Tags: arab "Ibn Battuta" traveler

Quotation: Abu Abdallah Ibn Battuta was a Berber, born in the city of Tangier, Morocco, on February 25, 1304. He was born into a family of Muslim legal scholars. A very devout Muslim himself, he left his birthplace at the age of 22 soon after finishing his studies. On June 14, 1325 he set out to make the hajj, the pilgrimage to Mecca and Medina that is required of Muslims who can afford it. "I set out alone, with neither companion to delight in nor caravan to accompany, my sole inspiration coming from an uncontrollable impulse and a desire long-cherished in my bosom to visit the holy places," he wrote in his memoirs.

Paraphrase: Ibn Battuta was born in Morocco, an Arab nation in northern Africa, and he was born into a family of muslims that gave much importance to religion. In June of 1325 when he was 21 years old, he set out to Saudi Arabia to visit the holy land. In his quote, Battuta talks about his voyage and how he was alone.

My Ideas: This article says much about Ibn battuta's religious background and talks about his religious explorations as well. I learned that he was indeed a very spiritual/religious person who valued his tradition highly enough to leave everything he had behind to go on this long voyage to the holy land.

The article say he was completely alone, but wouldn't he have needed a crew to explore so much of the world and did he walk or go by animal?

Ibn Battuta's Voyages Across North Africa



URL: <http://galenet.galegroup.com/servlet/BioRC>

Pages:

Tags: "Ibn Battuta" muslim "North Africa" pilgrimage traveler

Quotation: It took Ibn Battuta ten months to cross North Africa, passing through what are now Algeria, Tunisia, and Libya, before arriving in Alexandria, the main port of Egypt. There he saw the Pharos at Alexandria, a giant lighthouse in the harbor that was one of the Seven Wonders of the Ancient World. He traveled to the nearby retreat of a famous mystic where he had a dream that he was on the wing of a giant bird that took him to Mecca and then flew him on to the east to a "dark and greenish" country.

Paraphrase: Battuta spent around 10 months traversing North Africa in which time he crossed through Algeria, Tunisia, and Libya and then went on to Egypt where he landed in Alexandria. Once here, he saw many wondrous things such as the Pharos at Alexandria, which was a lighthouse in the harbor of alexandria. He then had a dream involving Mecca as well as his travels.

My Ideas: From this I understood all about Battuta's voyages across Africa and the countries he goes through...Additionally i was intrigued about his dream:

What could the giand bird represent and where is the "dark and greenish" country?

Comments/Assessment



Comments

Your choice of quotes are still focusing on **common knowledge facts** about these travelers, instead of a deepening understanding of their significance and impact. **MA** always remember the actual prompt that you are supposed to answer for this research project: "Compare and contrast the impact of Zheng He and Ibn Battuta." Always keep this prompt in mind as you are reading your sources, choosing which sections to take more detailed notes, and writing in the MyIdeas section. **Use the My Ideas sections to think of comparisons/contrasts.** It seems my feedback earlier hadn't been taken to heart. You still need to **improve on your Tags.** Try to think of tags or key words that will serve you well--like headings that will eventually might become categories of comparison in your thesis statement (just like you create categories for a roadmap in your thesis statements for essays you write in class). The Tags will help you group cards in a number of different ways; they help you search through the cards like a key word search.

2nd batch of note cards: 43/50

Ms. Nguyen, Dec 14, 2008 9:16 PM PST

[Edit comment](#) | [Delete comment](#)

The paraphrasing for this quote is fine, but it seems you need to work on using the "My Ideas" section appropriately. Many of your "My Ideas" comments are further summaries of the quotes. You should be writing your own thoughts and reactions to the source, especially trying to **make connections to the topics you're comparing.** **Never forget the actual prompt that you are supposed to answer for this research project: "Compare and contrast the impact of the travels of Ibn Battuta and Zheng He."** Always keep this **prompt in mind as you are reading your sources,** taking notes, and writing in the My Ideas section.

Ms. Nguyen, Nov 20, 2008 9:49 PM PST

[Edit comment](#) | [Delete comment](#)

Good job on citations!

Ms. Smith, Oct 5, 2008 9:34 PM PST (deleted by recipient on Oct 16, 2008 10:18 PM PST)

[Edit comment](#) | [Delete comment](#)

Volunteering Gladiators

 Print

URL: <http://depthome.brooklyn.cuny.edu/classics/gladiator/gladiator.htm>

Pages:

Tags: Gladiators Volunteering

Quotation: When he took the gladiator's oath, he agreed to be treated as a slave and suffered the ultimate social disgrace (*infamia*). Seneca describes the oath as "most shameful" (*Ep.* 37.1-2). As unattractive as this may sound to us, there were advantages. The candidate's life took on new meaning. He became a member of a cohesive group that was known for its courage, good morale, and absolute fidelity to its master to the point of death. His life became a model of military discipline and through courageous behavior he was also now capable of achieving honor similar to that enjoyed by Roman soldiers on the battlefield. There were other advantages. For example, an aristocrat who had suffered a great financial setback in a lawsuit or who had squandered his inheritance would find it extremely difficult to make a living. After all, he had spent his life living on inherited wealth and was not used to working for a living. He could enter the army or become a school teacher, or take up a life of crime as a bandit. In comparison with these occupations, a career as a gladiator might seem more attractive. He would not fight more than 2 or 3 times a year and would have a chance at fame and wealth (with which they could buy their freedom), employing those military skills that were appropriate to the citizen-soldier. In the arena, the volunteer gladiator could indulge his fantasy of military glory and fame before an admiring crowd. As a gladiator, he could achieve the kind of public adulation that modern athletes enjoy today.

Paraphrase: When a gladiator took his oath, he understood that he would be equal to none but a slave and that he would be a public 'disgrace'. Seneca, a Roman philosopher, said that this oath was "most shameful". Although we may think that this oath is unappealing, being a gladiator did have its pros. First, a gladiator was supposed to be a part of something bigger than himself, something that was known for 'courage, good morale, and absolute fidelity to its master to the point of death'. He was to be the role model for discipline in the military. He was also able to attain honor that was equal to Roman soldiers if he showed courage. Another advantage was if a rich citizen spent all of his money and needed to make a living, he could be a gladiator as opposed to joining the army, being a teacher, or devoting his life to crime. A gladiator did not have to fight more than twice a year, and he had a chance at fame which few could imagine. The crowd admired gladiators like no other.

My Ideas:

Were the players for the Mayan Ballgame forced to play the game or were they volunteers?

What was the mortality rate of gladiators after a fight? Was volunteering to be a gladiator worth the risk of dying an early death?

Who are some famous gladiators?

Comments



Good job on this and all your paraphrases! Great questions and thoughts in the My Ideas section. I really like how you tried to think of comparisons/contrasts between the Roman and Mayan games! That indicates you are keeping the overall prompt in mind (to compare/contrast the role and purpose of the Roman gladiatorial games and the Maya ball games). That's exactly what you need to do. Your other questions are also very thoughtful. See if you can find sources that help to answer your questions.

Ms. Nguyen, Nov 23, 2008 11:14 AM PST (deleted by recipient on Dec 4, 2008 8:35 PM PST)

[Edit comment](#) | [Delete comment](#)

Consider a broader range of sources. All but one is a website.

Ms. Smith, Oct 5, 2008 9:20 PM PST (deleted by recipient on Dec 4, 2008 8:35 PM PST)

[Edit comment](#) | [Delete comment](#)

Outlines

- Synthesis activity
- Compare three aspects
- Integrate primary sources
- Must be directly taught
 - Model the process (See outline handout)
 - Linear outlines vs. concept maps

Trade-offs and Challenges

History Department

- *Preparing students for college vs. getting them into college*
 - U.S. History papers: disappointing
 - Examples of perceived skill deficiencies
- Integrating information literacy into the [History scope and sequence](#)
 - **Priorities:** Where to start? Which skills are most important?
 - **Time:** Trade-offs, AP issues
 - **Professional practice:** Buy-in, style preferences
 - **Professional support:** Department meetings, break-out sessions by grade (1 x month, 9th grade team + librarian + dept. chair)
 - **Professional respect:** Art of implementing change ; keeping the dialog open
 - **Articulation** between middle and high school

Administrator's view

Departmental Implementation

- Teachers should have decided on the curricular trade-offs *before* the paper was introduced
 - Year 3 Further trimming; teacher-directed
- Grade-level teachers had to buy-in to standardized course across the 9th grade
 - Year 3 Collaboration
- Plan project for shorter time span, more intensive
 - Year 3 Telescoping
- Staged milestones are needed to keep students on track

Administrator's view

Librarian's role

- Administrator facilitates, librarian articulates
- Promotes sharing among faculty
 - Year 3: Regular meetings
- Expert/consultant for information literacy
- May need to provide training for teachers

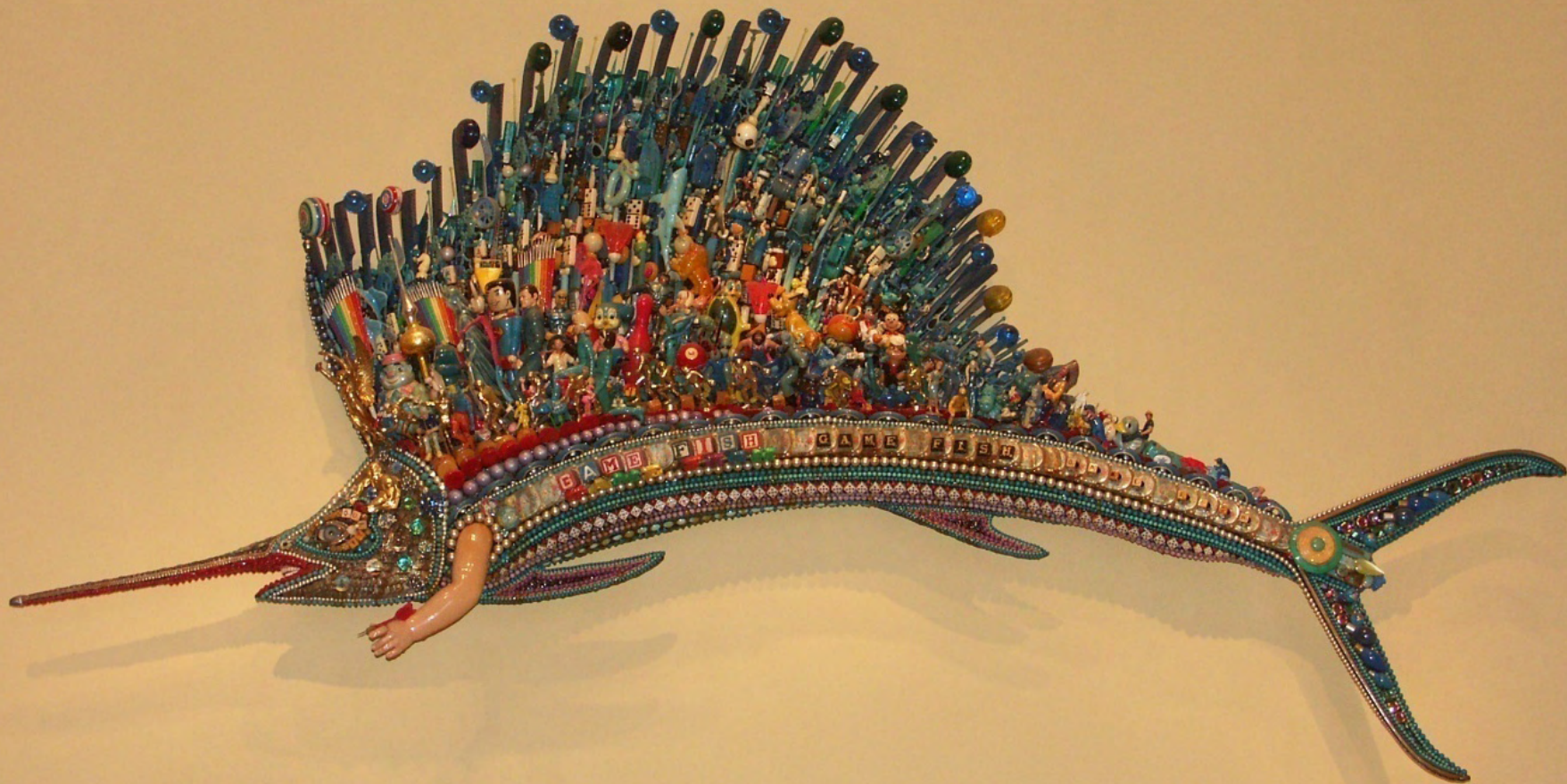
Continued faculty investment

- How do we keep faculty invested in information literacy integration while keeping their unique projects and styles?
 - Common vocabulary of information literacy
 - Communicating best practices among teachers
 - Teachers as subject experts, collaborate with librarians as information literacy experts
 - Understand baseline skills
 - Culture becomes normative

The questions that remain...

- How do we design authentic inquiry into projects?
- How do we balance ‘free choice’ with developmental skills, especially with topic selection and question-generation?
- How do we tweak the process while the “bus is moving”?
 - cohorts of kids with varied skills moving through the grade levels





Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- ❖ Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- ❖ Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- ❖ Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- ❖ Extract key information efficiently in print and online using text features and search techniques. (R-12)
- ❖ Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- ❖ Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- ❖ Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- ❖ Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- ❖ Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- ❖ Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- ❖ Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- ❖ Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- ❖ Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- ❖ Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- ❖ Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- ❖ Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- ❖ Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- ❖ Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- ❖ Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- ❖ Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Core Standards Application: Research 4-A

Harker's continuous revision to develop context

“Context...is a key to understanding how students operationalize and prioritize their course-related and everyday life research activities...students consistently referred to “finding context” in one form or another, as the **most laborious, yet requisite, part of the research process.**”

What context do students need?

- **Big picture** – selecting and defining a topic
- **Language** – learning the language, terms, and discourse of a topic
- **Situational** – setting the parameters of a topic, how my efforts fit teacher's expectations
- **Information-gathering** – finding, accessing, and securing relevant resources
 - Students describe this as “intimidating”
 - Students “satisfice” their everyday life research

Asking the right questions

1. How do we **balance** ‘free choice’ with our expertise about developmentally appropriate skills...eg., topic selection and question-generation...?
2. How do we **design**...authentic inquiry in academic papers, etc...?
3. How do we **teach**...source selection, note taking, etc...?
4. How do we **modify**... while the “bus is moving”?
5. How does the faculty **remain invested** in different goals? (e.g., research, information literacy, their projects)
6. How do we scale up our successes?

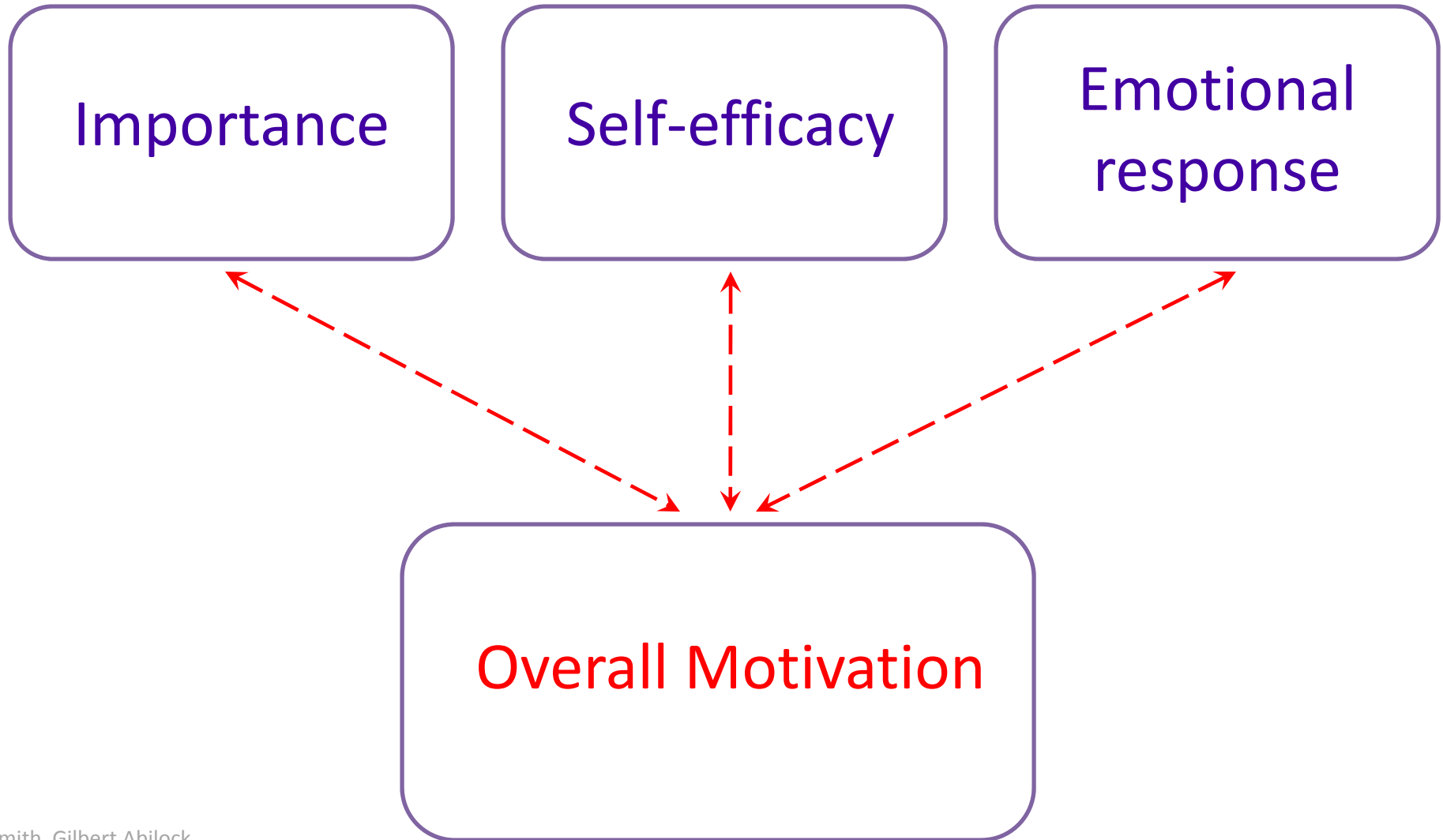
Why **design** for motivation?

(so we can teach what we believe is important)

- Beliefs, attitudes and emotions are interrelated
- Together, they impact a student's:
 - motivation
 - attention
 - effort



Motivation is dynamic



“Roll and purpose of sports”



Golden Dreams

West Coast athletes prepare for
the Vancouver Games | By Crai S. Bower



THE OLYMPIC WINTER GAMES are the event of a lifetime for the men and women who spend countless hours training on frigid ice rinks or racing down blustery mountains, measuring their days in hundredths of a second or the slimmest of point spreads. Yet there's no place they'd rather be than somewhere between start and finish, putting their best efforts on the line. • The fact that the 2010 Games are in Team USA's backyard—at the ice rinks of Vancouver and on the mountain slopes of North Vancouver and Whistler—makes the competition even more compelling as athletes expect a virtual hometown crowd of support. • Following are profiles of just a few of the athletes looking forward to the Vancouver 2010 Winter Olympic Games, opening February 12, and the 2010 Winter Paralympics, opening March 12.

Apolo Anton Ohno: *Speed Skating, Short Track*

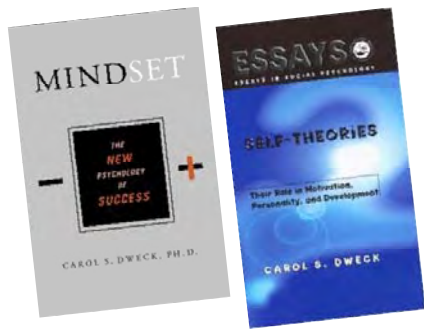
Back in 1994, it wasn't tactics or intensity that seduced a restless 11-year-old from the Seattle area. Apolo Ohno was mesmerized by the incomprehensible angles of the skaters as they sped around the oval.

"I was watching the '94 Lillehammer Olympics, and short track came on," Ohno



Self-efficacy
(not self esteem)

I can pick out the main idea
vs. I'm good at reading



Beyond self-efficacy, “*Why should I?*”

- **A mastery goal is** to *grasp* a concept, *master* a new skill or *accomplish* a challenging task.
- **I succeed if** I accomplish that task, or become a proficient user of that skill, or attain an understanding of that concept.
- **I like doing** challenging and interesting intellectual work and believe perseverance pays off
- **I want feedback** and rebound from failures and mistakes

Your point of view affects motivational climate

Satisfaction
Feedback
Sharing
Enthusiastic
Individuals
Learner



Grades
Evaluation
Competition
Aloof
Group
Teacher

How do students hear this...?

“The teacher told them not to be afraid of this project; that we would walk them through every step. The class is very small and intimate – they pretty much speak up whenever they have a question.”

– Sue Smith

Choice motivates students

(locus of control)

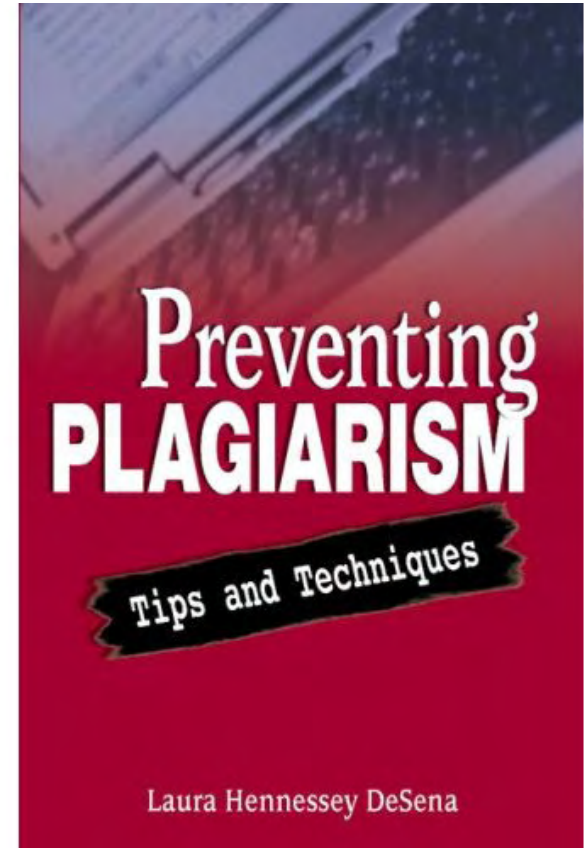
- Even the *smallest* choices cause positive emotional response (dopamine)
- The *expectation* of choice releases dopamine
- Dopamine enhances the brain's focus and executive function *during* the activity



Voice

(“What’s it to me?”)

- Start with primary sources
- On-going freewriting responses
- Develop voice
- Build confidence in ideas
- Develop critical thinking
- Look back for themes, thesis
- Introduce secondary sources
- Compare from your vantage



The Library Blog

This is the home page for the Wildwood Middle and Upper School Library. It is the first stop on the way to a variety of information paths. Participate. Collaborate. Engage. Make the library yours!

About



[Email Me](#)

Wildwood Middle and Upper School Library

facebook

Name:
Wildwood Middle
and Upper School
Library

Status:
No Recent Updates



Fans:
46

[Promote Your Page Too](#)

Thank You Card for Grandpa Manny



Recent Comments

MUSH D - research and evaluation essays

Please answer the following questions in as much detail as possible in short essay format. It is important to think critically about your process and your resources in order to become an effective researcher and learner. By sharing your findings you can help each other to discover new resources. By sharing with me you can gain the opportunity to receive guidance, and I gain the opportunity to learn from you.

- 1.) What types of information resources have you found that you will be using for your final product? How did you find these sources? What search strategies did you use?
- 2.) Why did you decide to use these sources and not others that you found?
- 3.) What has been the best source of information that you have found so far? Why?
- 4.) What was the most frustrating or challenging aspect of the research process? What was the most rewarding?
- 5.) What kinds of organizational skills did you use, or will you use, to create your final product? Do you utilize note cards, outlining, free writing?

Comments

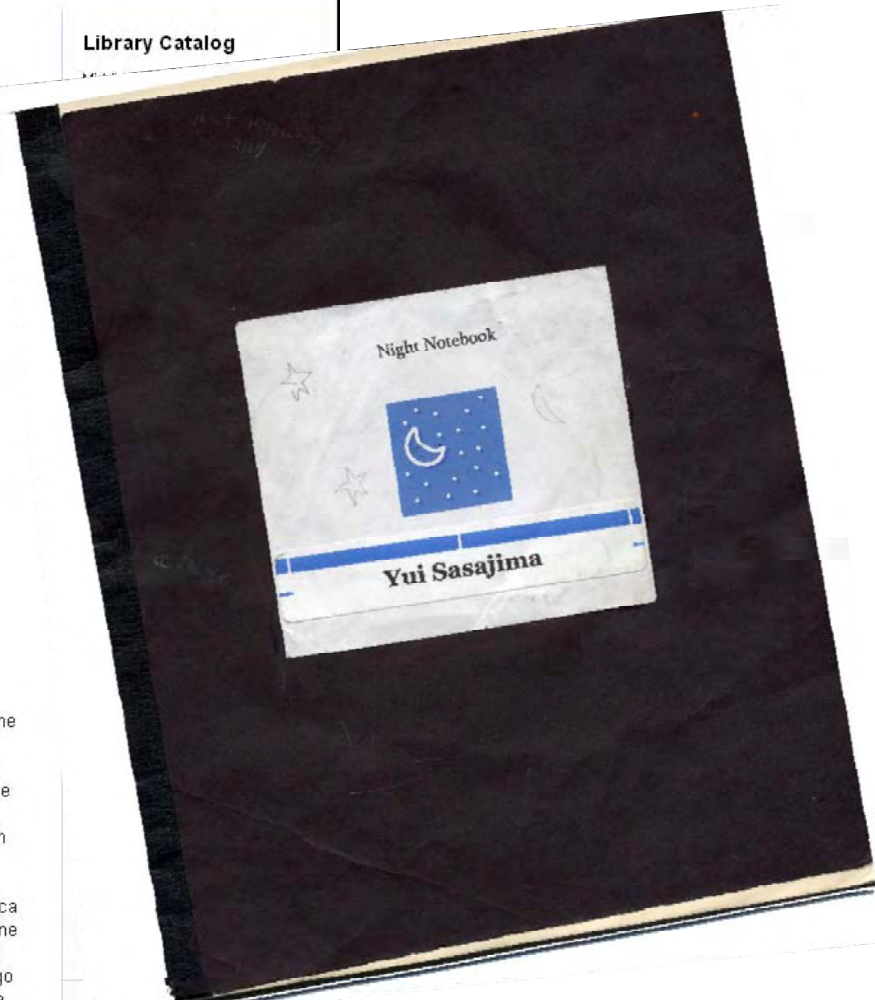


Chiara R said...

1) I have been using the wildwood library website to connect me to the Gale databases. I have used a lot of them for specific information, and key points to underline my assertions. I also use google to find broader information on my topic because the databases are sometimes too specific. I cannot use "religion against abortion" (which is one of my ideas) when searching in the database. That is when I use google and closely search through multiple websites to find something accurate and informative. I have also used a few books from the santa monica library. I need some more books though because I ordered mine online. The downside of ordering them online is that they don't always contain the content I am looking for. So I will need to go to a library and really look through some books to evaluate the content before checking it out.

2) I use mostly all of the sources I find useful to my research. From my experience of researching, I make sure the content is accurate by comparing it to other websites. I also tend to find information from The New York Times or other newspapers that

Library Catalog



Library Research Resources

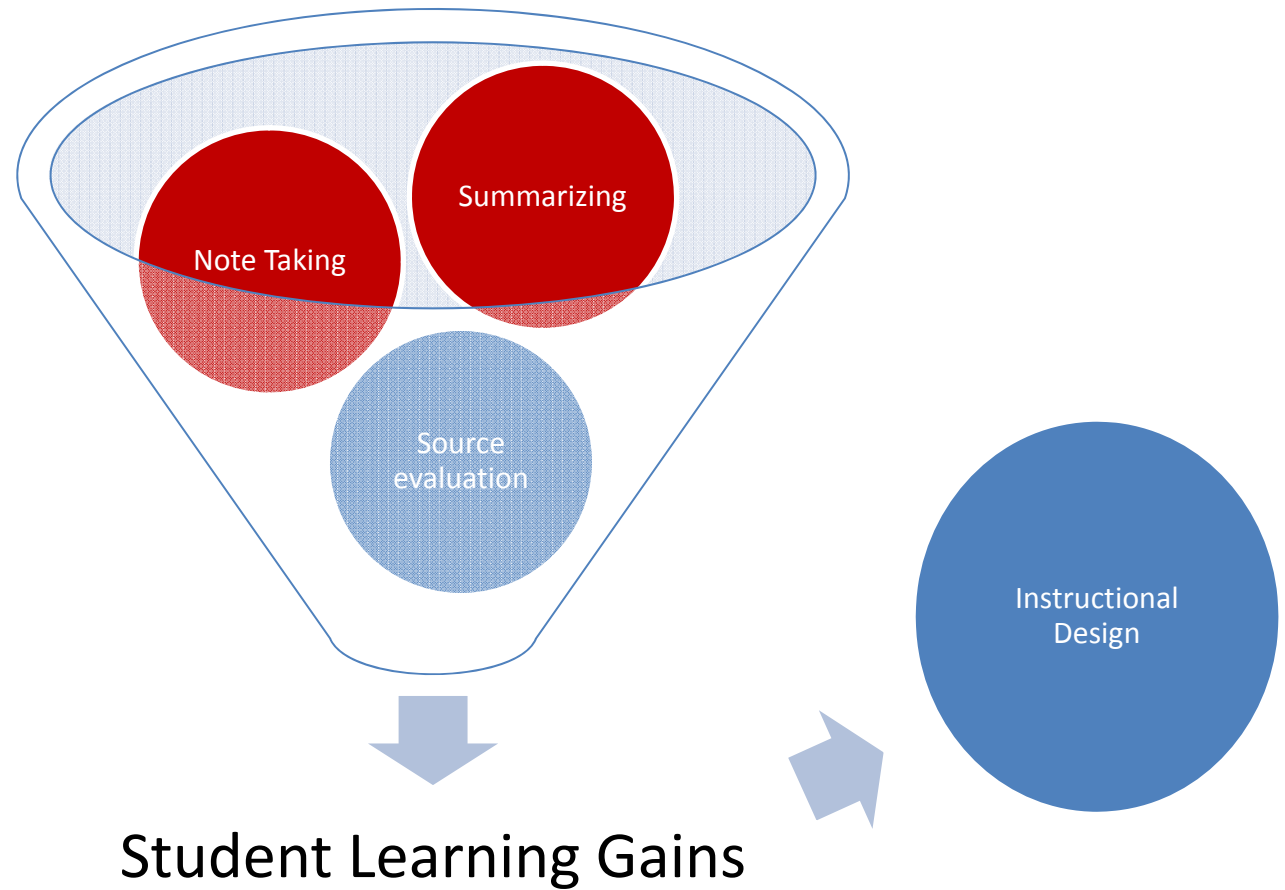
[Noodle Tools](#)

[Document and Primary Source Analysis Worksheets](#)

“We are using the journaling to get the kids to reflect on weekly progress in their research. First, I asked them to tell me why they chose the topic, and what they already knew about it. Then the next three weeks they were exploring general reference and books, so I asked them to write three new facts they learned and two new questions that propelled their research forward (and hopefully deeper). The next week they wrote their provisional thesis statement, and what gaps they thought existed in their research (most felt they had more info on one side or the other of the two comparison elements). I provided feedback individually each week, but did not have specific criteria against which I assessed these...or maybe I did in my head, now that I’m writing about this!.” – Sue Smith



What skills should we teach?



Understandings

- Students could define plagiarism, but imposed different restrictions (e.g. amount, accuracy)
- Students believed that acknowledging their sources meant putting them in a bibliography
- Students didn't know how they inserted or combined ideas

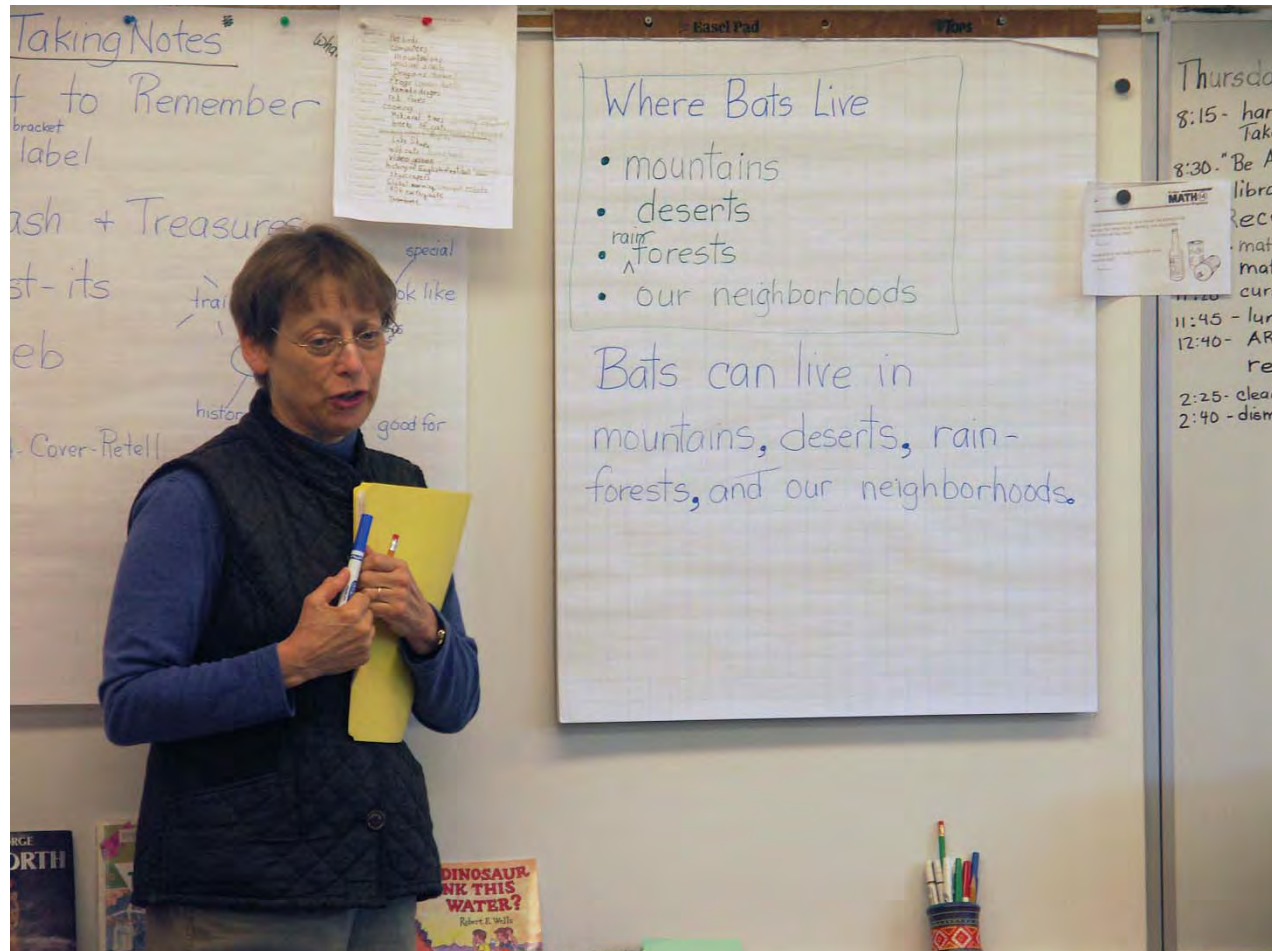
© Joy McGregor 2004

Abilock and Crider
11/05/03, last rev.
Abilock 10/11/07

Smith, Gilbert Abilock,
CAIS 2009, 2010

McGregor, Joy. 2005. *Synthesis and plagiarism: A visual perspective*.
Presentation at CSTL Research Retreat, Canberra, 9-10 April 2005.

Teach a systematic process (mini-lessons build self-efficacy)



Cut-and-paste first

Author's words

Author's image

Cluster: **Habitat Loss**

Cluster options...
Cluster options...
New notecard
Remove cluster
Rename cluster
Print notecards

Cluster: **Cattle Damage**

Source: "Habitat Destruction, Alteration and Fragmentation." *AmphibiaWeb*. 23 Sept. 2003. U of California. 29 Nov. 2006 <<http://www.amphibiaweb.org/declines/HabFrag.html#alteration>>


URL: <http://www.amphibiaweb.org/declines/HabFrag.html#alteration>

Pages:

Tags: agriculture animal_threat habitat_loss solutions

Quotation:

Cattle can effectively **trample aquatic vegetation** and cause **accelerated bank erosion** (especially in streams) and this can result in unsuitable habitat for amphibians. The **picture** below illustrates the effect of cattle on ponds. Notice that **half of the pond is fenced off**, keeping the cattle out. The **vegetation is quickly reestablishing** on the half of the pond that has been fenced off from grazing cattle, but the other side, which is still heavily used by cattle is barren.



© 2003 Rebecca Doubledee

Paraphrase:

Problem: When cows drink from the frog's pond, their feet crush the plants and push soil into the water spoiling the habitat.

Solution: See picture: The farmer put a fence on part of the pond to protect the frogs' habitat.

My Ideas:

Questions I have:

- Are farmers doing this to help - or do they have other motives?
- If farmers are willing to protect frogs, maybe builders and architects might be motivated too...?

History: Notecard Created: Dec 1, 2006 12:06 PM PST | Updated: Dec 11, 2007 11:09 AM PST

You'll get quotes and attribution right

Color-code ideas

Red for problems,
Green for solutions Highlight to notice

Cluster: Habitat Loss

Cattle Damage

Source: "Habitat Destruction, Alteration and Fragmentation." [AmphibiaWeb](http://www.amphibiaweb.org/declines/HabFrag.html#alteration). 23 Sept. 2003. U of California. 29 Nov. 2006 <<http://www.amphibiaweb.org/declines/HabFrag.html#alteration>>


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© 2003 Rebecca Doubledee

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History: Notecard Created: Dec 1, 2006 12:06 PM PST | Updated: Dec 11, 2007 11:09 AM PST

Cluster options...
Cluster options...
New notecard
Remove cluster
Rename cluster
Print notecards

Explain it to yourself

Cluster: Habitat Loss

Cattle Damage

Source: "Habitat Destruction, Alteration and Fragmentation." [AmphibiaWeb](http://www.amphibiaweb.org/declines/HabFrag.html#alteration). 23 Sept. 2003. U of California. 29 Nov. 2006 <<http://www.amphibiaweb.org/declines/HabFrag.html#alteration>>


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Cluster options...
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What do I wonder now?

Cluster: Habitat Loss

Cattle Damage

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Cluster options...
Cluster options...
New notecard
Remove cluster
Rename cluster
Print notecards

What should I investigate next?

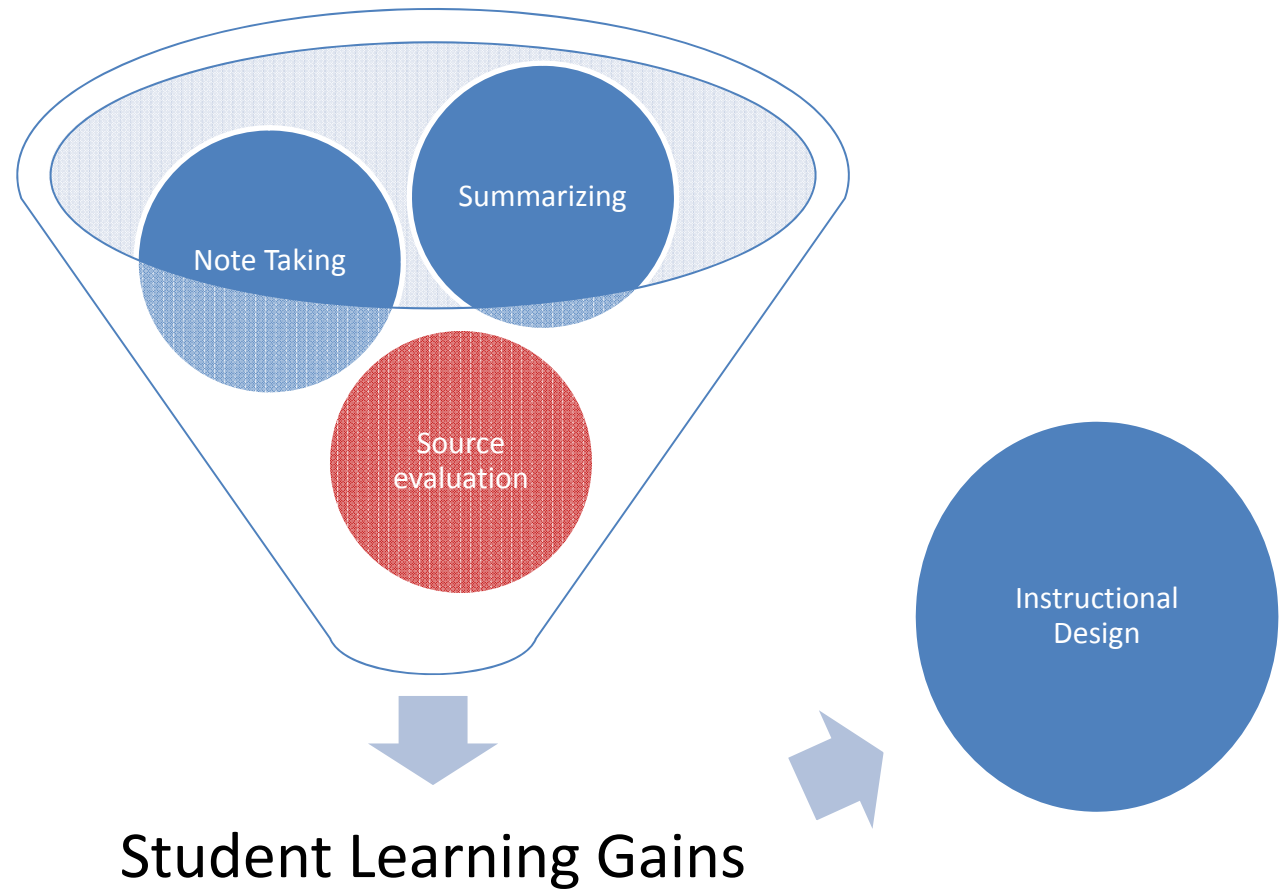
Spend class time “in the workshop”

(Facilitate, model and monitor)

- **Think aloud** using a reading strategy, then have students practice in pairs
- Share and **analyze** *real* paraphrasing problems
- Give feedback quickly so it can be used (e.g., online comments in NoodleBib during class)
- **Practice** evaluating sources using different criteria (objective, truthful, reliable, readable...)

You shouldn't know everything - turn questions back to students

How do I teach what's hard but important?



Understand the research on credibility

(How “real people make credibility judgments)

My definition
of credibility

Specific attributes
of the information

Rules of thumb


context
background
prior knowledge
assumptions

**Credibility
Assessment**

Credibility has context

(specific to the task)

- Truthful
- Believable
- Trustworthy
- Objective
- Reliable
- Current



These can interact
with (or contradict)
each other

Hilligoss & Rieh (2008) "Developing a Unifying Framework of Credibility Assessment: Construct, Heuristics, and Interaction in Context." *Information of Processing and Management* , vol. 44 1467-1484.

Attributes of the source convey credibility

- Medium, appearance, reputation, recommender system
 - Consumer Reports
 - William Sonoma catalog
 - *The New Best Recipe Book* (Cooks Illustrated)
 - www.deliciousdecisions.org (Am. Heart Assn.)
 - Gourmet
 - Epicurious
 - Whole Foods
 - Trader Joe's

user rating

100% would make it again



user rating:
4 forks

rate this recipe

Hilligoss & Rieh (2008) "Developing a Unifying Framework of Credibility Assessment: Construct, Heuristics, and Interaction in Context." *Information of Processing and Management* , vol. 44 1467-1484.

Davis (Jan, 2008) "Trust in the Lives of Young People: A Conceptual Framework to Explore how Youth Make Trust Judgments, Project Zero, *Harvard GoodWork Project Report Series* n. 52

When a student assesses superficially

- Makes quick judgments on superficial cues
 - Surface characteristics
 - Site presentation
 - Slick features
- Expend least effort – “good enough”
- Uses rules-of-thumb

*Fogg (2003). Prominence-Interpretation Theory: Explaining How People Assess Credibility Online. CHI'03 Extended Abstracts on Human Factors in Computing Systems 722-723.

Brehm, Sharon S., Saul Kassin and Steven Fein (2005) *Social Psychology* 6th edn. Houghton, 194-197.

An unmotivated student won't...

- Activate a complex judgment process
- Verify authority beyond a named author, credentials, qualifications and affiliations
- Examine a source for evidence of bias
- Question an author's motives or the purpose of publishing
- Use a long checklist of criteria

An unmotivated student will make judgments based on...

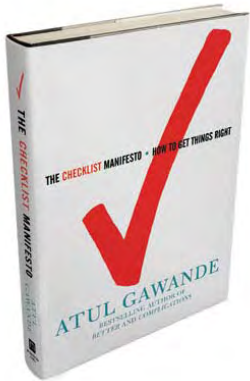
- Good reputation, brand, known (think Google)
- Fluent speaking, good writing, slick Web site
- What “looks” important
 - unread arguments
 - unexamined statistics
 - unevaluated supporting experts
- Word count
- The “familiar”
- Bandwagon endorsements, group consensus

*Fogg (2003). Prominence-Interpretation Theory: Explaining How People Assess Credibility Online. CHI'03 Extended Abstracts on Human Factors in Computing Systems 722-723.

Brehm, Sharon S., Saul Kassin and Steven Fein (2005) *Social Psychology* 6th edn. Houghton, 194-197.

Contextual (not global) checklists

- **R.A.T.E.** [acronym or checklist \(pdf\)](#)



- ✓ **R**elevant to my focus?
- ✓ On what **A**uthority is this based?
- ✓ Have I already **T**aken this?
- ✓ Do I need **E**verything or just part?
- Who, What, Why?

[Examining, Selecting, Comprehending, Assessing](#)

What builds additional buy-in?

- High energy elements
 - Physical activity – tactile task
 - Pacing of instruction – revised timeline
 - Inquiry
 - Action goal

COME TO THE...

THE GREEK OLYMPICS

In Greek: olymпиakos "ολυμπιακός"

WHERE: Olympia,
Greece

WHEN: 776 BCE
- 392 AD

WHO: Volunteers, males

PURPOSE: Honor gods, test strength,
achieve kleos

EVENTS: Pankration, boxing,
wrestling, chariot racing
Violent



ROMAN GLADIATOR

GAMES

In Latin: Gladiatores / munera

WHERE: In arenas all
over the Roman Empire



WHEN: 264 BCE
- 325 AD

WHO: Prisoners/
slaves

PURPOSE: keep people happy, watch
others die (not you :)), encourage war-s

EVENTS: fighting, beast-hunts
VIOLENT





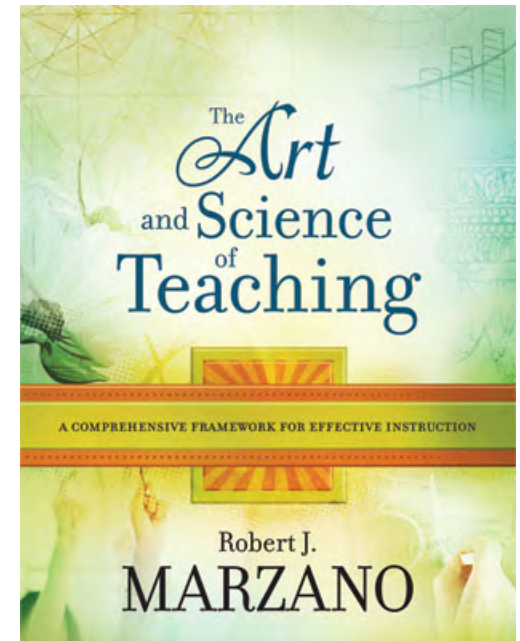
Design of deep learning

“To develop these higher-order skills, students need to take part in complex, meaningful projects that require sustained engagement, collaboration, research, management of resources, and the development of an ambitious performance or product. “

“In fact, a growing body of research suggests that students learn more deeply and perform better on complex tasks if they have the opportunity to engage in more “authentic” learning—projects and activities that require them to employ subject knowledge to solve real-world problems.”

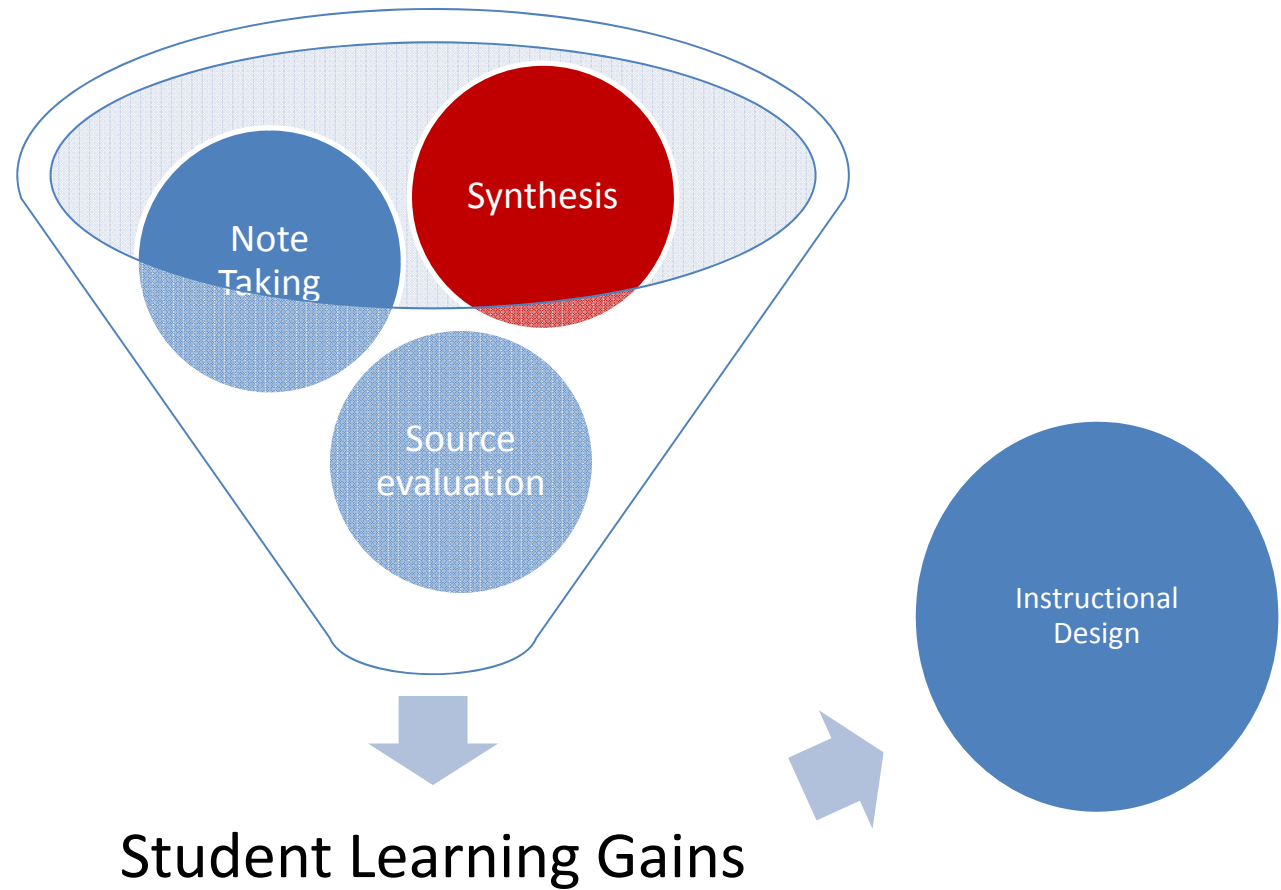
“Missing Information”

- Hypothesis-generation and -testing
- Application of knowledge to something new
- Experimental inquiry
- Problem-making and -solving
- Decision-making
- Crosscurrents





Thirsty for conversations about what's hard and important



remember:

1. No food or drink of any kind in the library.
2. Cell phones must be silenced.



How does the faculty
remain invested
in different goals...?



Core Standards for Writing

Standards for Student Performance

Core Standards Writing: Performance 2-B

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Core Standards Application: Media 4-B

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- ❖ Extract key information efficiently in print and online using text features and search techniques. (R-12)
- ❖ Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- ❖ Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- ❖ Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- ❖ Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- ❖ Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- ❖ Use technology as a tool to produce, edit, and distribute writing. (W-12)
- ❖ Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- ❖ Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)



Writing Projects

Gavin's Visual Essay



Content

- [Wiki](#)

Performance Criteria	Level 4: (8-10)	Level 3: (7-7.9)	Level 2: (6-6.9)	Level 1: (5-5.9)
Student adapts a work of literature into another media form: The student effectively adapts a theme/allegory/theory/aspect from <i>Lord of the Flies</i> and converts it into the visual essay, using a variety of media	Student implemented a high degree of technology skills in their visual essay to adapt the novel. 10 9 8	Student implemented a substantial amount of technology skills in their visual essay to adapt the novel. 7.9 7.45 7	Student implemented a selected amount of technology skills in their visual essay to adapt the novel. 6.9 6.45 6	Student implemented a limited amount of technology skills in their visual essay to adapt the novel. 5.9 5.45 5

Visual Essay

- Focus: To explore a piece of literature or capture the human experience of social problems
- Form: Relies on images with minimal text, “entails new forms of semiotic processing of the combinations of the visual, audio, textual, gestural and spatial”(5)
- Task: Consider elements of design, choosing the most appropriate features for effectively communicating a message to an audience
- Skills: Producers must be critical readers who understand how modes work together to communicate meaning to make design and multimodal choices

MOCTEZUMA

AZTEC

RULER

FINAL WEEK

24 September 2009–24 January 2010

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[Previews in the press](#)

[Explore the collection](#)

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[Exhibition overview](#)

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[Events programme](#)

Final week

There are limited walk-up tickets available on the day from the Ticket Desk. Tickets are also available by telephone.

"Autumn's biggest show" The Times

"A true-life epic" The Guardian

"A sumptuous new exhibition"
Evening Standard



This major exhibition explores Aztec (Mexico) civilisation through the divine, military and political role of the last elected ruler, Moctezuma II (reigned AD 1502–1520).

Rediscover the world of the Mexica and trace the foundation of modern Mexico.

[Buy tickets now](#) ▶ [Watch the video](#) ▶ [Read press previews](#) ▶

SPECIAL RESTAURANT OFFERS ▶



Exciting menu/ticket packages at the Museum's Court Restaurant.

[Details of restaurant offers](#) ▶

RELATED EXHIBITION ▶



Revolution on paper:

Mexican prints 1910–1960

22 October 2009 – 5 April 2010

Features prints by Diego Rivera, José Clemente Orozco and David Alfaro Siqueiros.

[More details about the exhibition](#) ▶





LIVING EPIC: VIDEO GAMES IN THE ANCIENT WORLD

ROGER TRAVIS, ASSOCIATE PROFESSOR OF CLASSICS AT THE UNIVERSITY OF CONNECTICUT, EXPLAINS HOW GAMES AND GAMER CULTURE ARE MUCH OLDER AND BETTER THINGS THAN MOST PEOPLE THINK.

WEDNESDAY, MARCH 3, 2010

Updates on my practomimetic pedagogy



I apologize for this blog's darkness as I teach my way through an amazing semester of practomime. In case you're desperate for news, I've posted a few updates about the ARG version of (Gaming) Homer at a great LOTRO blog called *LOTRO Reporter*.

- Overview
- A bardic pub-crawl
- [Ecphrastic muffins](#)

The Advanced Latin practomime in Rome is finally hitting its stride. After a night in a brothel, learning about the machinations of their uncle, Ovid, and the future Tiberius to recover a priceless treasure that includes the reputed necklace of Venus, my students' Romans have been directed to go to the Forum of Augustus and get to see the *princeps* (Augustus, that is) by making a commotion. One of them decided to murder a litter-bearer and disguise himself in the unfortunate slave's uniform so that he could gain access to Augustus; another has been knocked unconscious at the threshold of the forum. And in the

ABOUT ME



ROGER TRAVIS

I'm a professor of classics, a discipline that has some claim to be called the oldest discipline of all, studying the media that are usually called the newest of all. I'm also the Director of the online Video Games and Human Values Initiative. I teach a bunch of zany

<http://livingepic.blogspot.com>

We all need to be asking...

1. How do we **balance** ‘free choice’ with our expertise about developmentally appropriate skills...eg., topic selection and question-generation...?
2. How do we **design**...authentic inquiry in academic papers, etc...?
3. How do we **teach**...source selection, note taking, etc...?
4. How do we **modify**... while the “bus is moving”?
5. How does the faculty **remain invested** in different goals? (e.g., research, information literacy, their projects)
6. How do we scale up our successes?

Professional conversations

(keeps everyone invested while the bus is moving)

Goal: Develop common goals and a common language of instruction based on research about effective learning and instruction – and then to practice, share and revise.

What does the research say works?

Sustained and intensive professional learning

- Substantial contact hours (30-300 hours)
- Spread over 6-12 months
- Average 49 hours/year
- 5-14 hours show no effect on student learning



Harker is phasing professional growth alongside practice

Develop scope and sequence

Common language of instruction

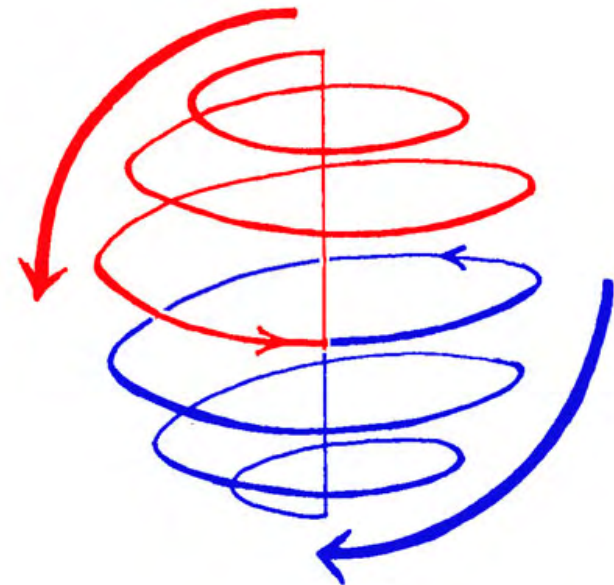
Professional learning community

Continuous improvement

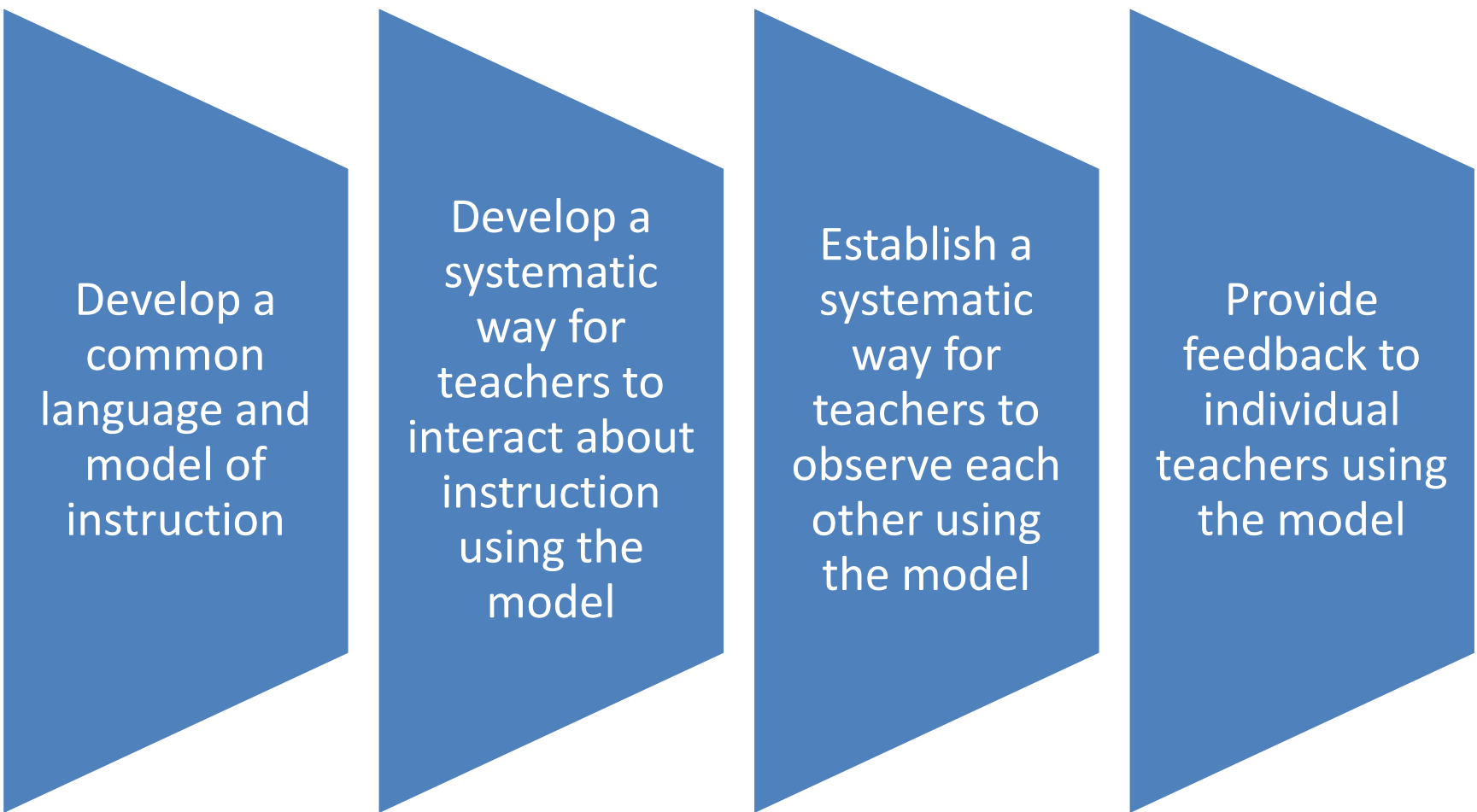
Implement and evaluate

Develop Individual teaching goals

Revisit scope and sequence



To ensure effective teaching in each classroom...



Develop a
common
language and
model of
instruction

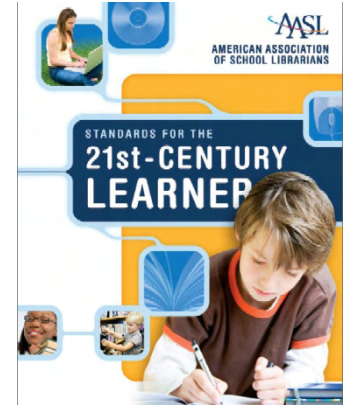
Develop a
systematic
way for
teachers to
interact about
instruction
using the
model

Establish a
systematic
way for
teachers to
observe each
other using
the model

Provide
feedback to
individual
teachers using
the model

A 21st century adult (or student)

- Has a growth mind-set
- Motivated by mastery
- Seeks knowledge - individually and with peers
- Uses cognitive strategies, metacognition, self-regulation
- Practices what's hard and important

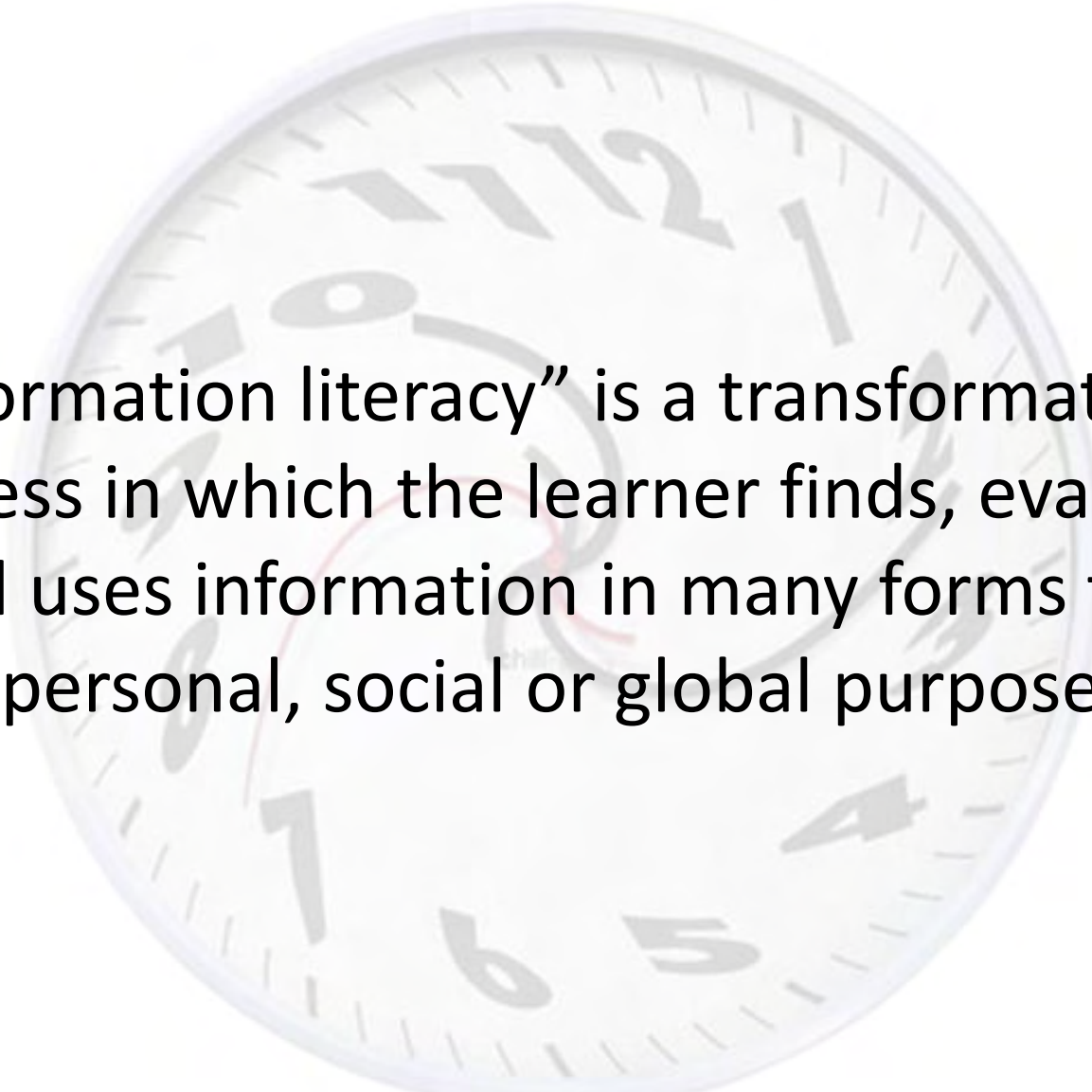


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“Information literacy” is a transformational process in which the learner finds, evaluates and uses information in many forms for a personal, social or global purpose.



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Questions?

The Race to the Finish The Challenges (and Some Successes) of Teaching Research

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